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ABSTRACT

Written as a guide for parents of preschool visually handicapped children, the booklet provides background information and some basic facts thought to be necessary to help the child grow into a happy, well-rounded and successful adult. Guidelines are presented concerning the following: the need for positive parental attitudes toward the young baby, the need for a routine sleeping habit, the need to develop regular eating habits, the need to help and encourage the child in his attempts to sit and crawl, helping the child learn to walk, toilet training, learning to dress and undress, the need for the same kinds of toys and play as the normal child, the need for special efforts to provide the child with activities and behavior experiences that the normal child acquires without much effort, and school readiness. Then follow two listings, one of 48 Illinois agencies and one of 22 national agencies serving visually handicapped persons. Information provided on the agencies includes complete name, address, telephone number, and a short paragraph describing the service. (CB)

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# GUIDE FOR PARENTS OF PRE-SCHOOL VISUALLY HANDICAPPED CHILDREN

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# GUIDE FOR PARENTS OF PRE-SCHOOL VISUALLY HANDICAPPED CHILDREN

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# GUIDE FOR PARENTS OF PRE-SCHOOL VISUALLY HANDICAPPED CHILDREN


Preface

Introduction ..... 4

Your Attitudes and Your Child's Early Needs..... 7

Sleeping Habits ..... 10

Eating Habits ..... 12

Sitting and Crawling ..... 16

Walking ..... 19

Toilet Training ..... 22

Dressing ..... 23

Toys and Play ..... 25

Activities and Behavior ..... 33

School Readiness ..... 39

Resources for Help and Guidance..... 43

# INTRODUCTION

Prior to the birth of a child, parents begin planning for him. This may be vague or definite, but it incorporates their dreams and ambitions for the child in whom they are investing their hopes for the future. If, then, their baby happens to be visually handicapped, they experience great sorrow and are in a stunned hopeless state of shock. Usually they have not known any visually handicapped people or enough about them to know what potential their child may have or what can be done for him. Their first reactions may be very confused and rejecting, and they will have guilt feelings about this and blame themselves for not having been accepting of the situation from the start. Actually, it is perfectly normal to think and react this way. People are inclined to take normal vision for granted when they have not had the opportunity to know others who do not see or do not see well. Through the ages there has been a dread of not seeing that is far out of proportion to the handicap that blindness or low vision imposes.

If you have a visually handicapped child and have experienced mixed emotions about his lack of good sight, your first task is to face your initial reactions realistically. Accept them for what they were — an initial stunned feeling of not knowing how to cope with what you had to face. Of course you are sad over what has happened, but there are ways for your child to learn to manage without normal vision. He can have a happy worthwhile life and become a contributing member of society. There are ways to help him grow and progress but he will need your help if he is to succeed in working up to his potential, and you will need the help of those who know more than you about how to work with a visually handicapped child.

This booklet is designed to give you background information and some basic facts that you will need as you help your child grow into a happy, well-rounded and successful adult. Using its information, the resources that it

gives for help, and your own ingenuity, you will be able to reach the goal you set for yourself.

When one has worked with visually handicapped children for a great number of years, the ideas, techniques, practices, and procedures she acquires become a part of her thinking and philosophy until she cannot pin-point the original sources of them.

The writer wishes to emphasize that this booklet is a compilation of ideas, practices, and knowledge gleaned from many parents of visually handicapped children, professional workers for the visually handicapped, teachers, doctors, nurses, social workers, educators and others who work with children with normal vision whom she has known over a period of many years. When they find their ideas and thinking in these pages, she hopes they will accept her thanks for the contribution they have made to this booklet and also to the work she has done during her professional career.

DOROTHY BRYAN

## YOUR ATTITUDES AND YOUR CHILD'S EARLY NEEDS

In your concern for your child, you can let his lack of normal vision so dominate your thinking that you forget he is, first of all, a child and will have the same needs, reactions, and desires that any baby has. Since his basic needs are the same as those of any baby, it is important for you to know about child growth and development. Obtain a good book on this subject, talk with your doctor, turn to a child care agency for information. Even if you have older children, you may want and need to refresh your memory about numerous stages of development and how to handle certain situations.

Of course, no two children progress at exactly the same rate. There will be spurts and delays in the growth and development pattern. Each child makes progress at his own speed, but you can learn about the progressive pattern he will follow and the approximate stage at which children usually begin to do certain things. You then will be better able to help your child in his development. You should not be overly concerned if he does not start a new stage at a given time, but you will begin to observe signs of his readiness for the new experience and be prepared to help him with it.

One of the things you must bear in mind from the very beginning is that your honest deep down feelings about your child will have great influence on his development. Even a small infant senses his parents' true feelings and attitudes toward him. This is why you must work through your feelings promptly and honestly and convince yourself about his potential for success. From the start, he will sense your genuine feelings and try to live up to what you expect from him. As he grows and develops, he, just as any other child, is going to try to do what you want him to do and be what you expect of him. If you do not feel he has, or will have any real ability or worth, you cannot expect him to think that he amounts

to anything and can succeed. If you are confident that in spite of his visual loss, he can learn and progress, he will strive to do this. Do not lose confidence in your child through your own faltering hope or remarks and suggestions of even well-intentioned family and friends who may not be well enough informed to be of help.

When you have learned enough about successful blind and partially seeing people to gain a respect for them and their ability to hold their own in the seeing world, you will relax about the opportunities open for your child. Your feelings will have a great influence on his opinion of himself. You must have such positive attitudes about him that you will not think or speak of him in a belittling way ("This poor child."). You must encourage him to exert himself to do all that he can, to have honest pride in his achievements, and accept praise modestly when it is deserved, but not expect it when he has not done his best.

Even as a tiny baby, your child is going to react to your love and attention or lack of it. Basically, all children need to feel loved and have a sense of belonging to the family group. They also need to become aware of themselves and learn the ways in which they fit into the family life. Give your child kind but firm control from the start. Make sure that you establish regular habits for him and are consistent in dealing with him. Affection, fairness in demands made upon him, firmness in control, and a chance to learn about the world in which he lives gives your child a sense of security and makes him know you love him.

While your child is young, he will not be aware that others see differently, so he will be as content as any other baby. He will not feel that he is missing anything. By the time he is old enough to know that he has a visual loss, you can have helped him grow to be a happy child who is able to do things independently and not be upset over the fact that he does not see as others do.

While he is quite young begin speaking in a matter-of-fact way about the differences in the way he and normally seeing people manage so he will be aware, from an early age, that all people are not alike and that some see more than he does. Let him know that he needs to do some things in a way others do not. He needs to

know that by using his other senses to advantage he can do given tasks as well, and often better, than his normally seeing friends who have not learned how to use hearing, feeling, and smelling and depend so much on what they see that they do not try to remember things from one time to the next.

It is inevitable that there will be times when you and he encounter well meaning people — relatives, friends, and strangers — who will express pity or sympathy over the child's lack of good vision. There is hardly a chance that you will not have strong reaction against this and be concerned over what it may do to your child. Of course, when possible, you will circumvent experiences of this kind. When they do occur, you can calmly and politely change the subject promptly. Do not dwell on the incident later. Know that you have prepared your child so that he is not concerned as much as you are, if at all.

When a child is partially seeing and can use his vision for a number of things, it is easy to be misled and feel that he is competent to see the way he would if he had no visual loss. Do not fall into the trap of thinking that he has no problem. Just as the child without sight, he needs to learn to use all of his senses and find ways to compensate for his lack of normal vision. He is going to need to develop many techniques to manage and know when to use and not use sight. His problems will be far greater than those of the blind child who need not make a decision as to when to use his other senses and when to depend upon his sight. There will be so many factors that will influence how well he sees at a given time, they will be confusing to him and to all who work with him. Lighting, physical condition, and emotional state are only a few of the things that can affect his ability to see. His vision may fluctuate so that he can perform a visual task well at one time and later fail miserably in trying to repeat it. This can cause him to have great insecurity and sometimes feelings of inferiority. You too may feel insecure since you cannot tell when his vision will function well. He is going to need your patience and encouragement as he learns how to manage.

At first, your baby's environment is going to be limited to what he can hear, feel, and taste if he has no sight

and, to a great degree, even if he has some. You, therefore, need to establish a warm and loving relationship with him that he can depend upon at all times. Make a practice of speaking to him before you touch him, or start to pick him up so he will not be startled. Give him an extra amount of cuddling, and if you do not nurse him, hold him while he has his bottle so that he will feel your love and attention. He is going to need more physical contact than he would if he could see normally to watch you move about as you work and see your smile from across the room. To compensate for this, you can give him an extra pat as you pass by him and talk to him while you are busy with your tasks. Be careful, however, not to overindulge him so that he becomes too demanding. You do not want to spoil him so much that he will not progress normally and naturally.

When he is quite young, you may feel that he is not responding to you as much as he should. Remember, he is not seeing your expression or movements the way he would if his vision were normal. He is going to need to learn to recognize you by the sound of your voice, your footstep, and your touch. This is another reason you will need to give him extra attention. Pick him up and carry him into another room as you go to it to work. Even when he is too young to understand what you say, tell him about what you are doing and where you and he are going. Carry on a conversation with him the way many people do with babies. "Did you hear the doorbell? We will go see who is there." "It is time to fix your lunch. Come to the kitchen with me." "Hear the water running? I just turned it on to rinse out the wash basin. That loud noise is the toilet flushing." Before you realize it, you have made a start at helping him learn about his environment and how to feel at home in it. With your help he begins to acquire information that normal seeing-children pick up incidentally through observation.

## SLEEPING HABITS

There should be a quiet, relaxed period before bedtime that lets a child settle down rather than an exciting

one that leaves him all keyed up and tense. Children seldom go to sleep immediately upon being put down for the night anyway, and the more they are wound up, the longer it takes them to become drowsy. If, however, they go to bed in a calm quiet way, they will sing or talk to themselves for a little while and then drift off to sleep. Maybe they will cuddle a loved toy for a while or listen to soothing music from a musical toybox that plays for a short time when wound up.

Since, on the whole, visually handicapped children are not as active as normal seeing ones, they may appear to need less sleep. It may take them longer to get to sleep than it does other children. This does not mean, however, that they do not need plenty of rest and a regular sleeping pattern. They must have their naps and an early bedtime just the way other children have theirs. It is particularly important for a blind child to follow a regular sleeping schedule since it is easy for him to confuse night and day and, thereby, create real problems for his family and himself.

When considering a regular routine, you need to remember that the time your child sleeps is important for you. You need this time for rest, relaxation, and to take care of the many things that you cannot manage while he is awake. He will not be disturbed by the ordinary sounds of living in the home if he has been accustomed to them from his early infancy, so do not start trying to keep your home perfectly quiet when he is in bed.

As with any child, there will be times when he is wakeful. Check to be sure that he is not ill and that he is not uncomfortable from something sticking, poking, or hurting him. If all is well in these ways, relax, but be firm with him about settling down. Know that this is another way in which he is following the pattern of all children. He happens not to be very sleepy so will try you out to see if he can persuade you to pick him up, rock him, let him play, or do any of the things you are tempted to do to quiet him. If there really is nothing the matter with him and you let him have his way, you are only creating problems for him and yourself.

Be consistent in holding to a schedule and remain calmly, pleasantly firm about it if you want your child

to rest well and be a happy alert baby when it is time for him to be awake and busy.

## EATING HABITS

Regular eating habits are as important as regular sleeping ones. Depend upon your doctor's advice as to when to give up extra feedings, as well as when to begin solid foods. Make any such changes in his eating pattern promptly. The longer you delay change, the more firmly a pattern can become set and thus, the harder it will be for the child to give it up.

If you have let him try sipping from a cup it is time for him to stop taking his bottle, he will be able to make the transition from sucking to swallowing far more easily. If, about the time you begin to help him learn to sit up, you give him small pieces of toast or zwieback on the tray of his high chair, he will try putting them in his mouth and will learn something about solids instead of just liquids. This will make it easier for him to accept solid foods, first in a thick porridge consistency, and later in coarser form. As he learns to grasp things better, give him larger pieces of toast that he can hold as he puts them to his mouth. From "mouthing" it he will begin to bite on it and then to chew it.

When he first starts eating from a spoon, give him very small amounts of his cereal or other food until he learns how to eat in this way. He may reject it just as many babies do. If this happens, do not force him but continue to use the spoon for a few sips at each meal until it becomes familiar to him.

He is going to want to put his hands into his food. While this is messy, it actually helps him learn the consistency of what he is to eat as well as its taste, since, of course, his hands will go to his mouth at this stage of his development. Spread a sheet of plastic or paper under his high chair and resign yourself to have a cleaning up job once his meal is finished. He will be at the grabbing stage too and want to take hold of the spoon as you feed him. Let him do this and guide his hand so that he succeeds in

getting food to his mouth. Help him learn to dip the spoon into his bowl so he can learn the whole process of eating from a spoon. Choose such things as thick puddings, mashed potatoes, and other foods that he not only can get into his spoon but will not slip out of it on the way to his mouth. With these he can experience more success. This is a period of training that will tax your patience, but it is important to keep feeding a pleasant time to which your child looks forward. You will need to make it an interesting and happy experience for him so he will not develop poor eating habits.

When he begins to have coarser foods that must be chewed, you can give him small pieces he can eat with his fingers, as well as some to eat with a spoon. A plate or bowl with fairly high sides will prevent the food from sliding out on to his tray where he cannot find it. Solid food will be a new experience for him, and it is possible that he will not know what to do with it. Most babies naturally put things in their mouths at this stage and after trying to suck whatever they have, will bite at the object and automatically learn about chewing. If this does not happen with your child, try putting your hand under his chin to move his jaw gently so he can feel the movement of his jaws and the way the teeth grind his food. Place his hands on your cheeks as you chew and explain to him why you are doing this, even though you may not be sure he understands what you are telling him. Remember, babies begin to understand many things said to them long before they start talking.

Knowing that your child will not see his food the way he would if he had good vision, you are going to want to tell him about it so it will be attractive to him. Tell him what he is going to have. Discuss its aroma, its color, whether it is hot or cold, soft or crisp, and so on. Because you want him to develop good eating habits, you will want to be sure to give him a well balanced variety of foods. He will reject some and like others but must learn to eat some of each kind. Do not force the ones he refuses, but go back to them after giving him another taste of the ones he likes so he at least has a bit of each.

As soon as he begins to feed himself to any extent, you will want to help him learn where to find each kind

of food on his plate or in his bowl. Be consistent in where you place the meat and vegetables each time so he can learn to look for what he wants in a certain location. When he is older and has more independence, he can be told where each item is and remember it, but at this stage, he is too young to learn if he has a different arrangement for each meal.

After he has learned to handle his spoon well, let him try a fork. He will enjoy the jabbing process and often be encouraged to eat more than when using only his spoon. Remember, all babies have trouble feeding themselves and you cannot expect your child to gain this skill in a hurry. Let him become acquainted with eating utensils, try them, learn how they are used, and the reason for them. As he makes an attempt, you will be spooning most of his meal into his mouth between his tries at doing it. Once he has begun to master the use of his spoon and fork, let him have a small knife so he will learn about it some time before he is old enough to begin to learn to spread butter on his bread or think of cutting his own food. Familiarity with eating utensils makes their introduction for use less complicated.

Do not be discouraged if your child takes a long time to learn to feed himself. This is one of the complicated things he must learn. He cannot imitate what he cannot see others doing so will be slower with each step. If your child has some sight, seat him where he can see you with his back or side to the light and it shining on you when at the table. He then can observe your way of eating. While you want him to become independent with eating, you cannot afford to force him to do for himself before he is ready. Do not give up and do all of it for him or he will become too dependent upon you. Combine doing for him and encouraging him to do for himself until he learns independence.

Remember, your attitude influences the way your child reacts to mealtime. Approach it in a casual manner, as a cooperative experience where the two of you have a pleasant time while he does for himself, but you lend a hand as he needs it.

Once he has learned to use his spoon and fork and feed himself fairly well, he gradually can learn to be less

messy and start to acquire acceptable table manners. At this stage, you will tell him more about the way the rest of the family manages the food that they are served. Step by step he will learn the ways to behave at the table. As soon as he acquires enough skill, encourage him by letting him eat away from home at times. You may start by taking him to lunch at his grandmother's or aunt's home. Later, try a restaurant. Tell him in advance where you are taking him and something about what it will be like so that he will be prepared for the experience.

By the time he is 4 or 5 years old, he will be interested in helping at mealtime. Let him participate by doing things within his ability. He can place the silver and napkins on the table, for example. You will find various things that he can do to make him feel helpful. At this time he can begin to learn how to butter his bread or put a spread on it for a sandwich. He can spoon applesauce or custard into his bowl if you place things on a low table and show him how. You can start showing him how to pour liquid into a glass by using a plastic pitcher and cup or glass on a low surface where he will not have to reach up for them. This is a complicated activity for his age that he may not master until later, but is worth a try. Before attempting it for mealtime, you first may want to try it in the tub or in the sand box, introducing it as a play activity. Let him hold the cup with one finger inside the rim. Help him see how the other hand, holding the pitcher, should be held over the cup so the stream poured will go into the container. As the fluid rises he can feel it when it reaches his finger and know that it is time to stop pouring.

By this stage, you are going to know your own child well enough to plan the kinds of things he needs and will devise many ways to help him learn how to help, not only with mealtime preparations, but with clearing up afterward. He should have the fun of sharing and look upon mealtime as a happy occasion.

Because it is important for the child to follow a set pattern while learning a new procedure, the mother should establish the pattern. Then responsible members of the family can help the child learn if they are careful to follow the pattern consistently.

## SITTING AND CRAWLING

Before your child learns to move his body from one position to another, you will want to shift him from time to time so he will be more comfortable and not stay inactive. Even after he can move himself, he may not do so very much since he will not be attracted to things by sight. You will need to show him the fun of moving to explore and find a toy, to wave his arms, and kick his legs. When you have turned him on his stomach, he will discover he can raise himself and gradually find that he can turn himself over to reach for and find toys that are hung above him in his crib.

About the time he learns this, you can start helping him sit in your lap. Then try propping him up with pillows in his crib. Later, you may want one of the seats designed for young children or you can make your own by cutting and padding a carton. As he sits up, his muscles will strengthen and he will gain ability to balance himself.

Parents should take turns holding and playing with him, and when he begins to sit fairly well, his brothers and sisters too can hold him if they are older and reliable enough to exercise proper cautions. Having the attention of the various members of the family gives him a chance to learn to identify people and discover the differences in their voices, touch, and way of handling him. It also gives him a chance to feel close to them as well as his mother.

When your child is able to sit alone, he can begin to enjoy many things that help him develop physically. You can use a chair that bounces or a little canvas swing set close enough to the floor for him to set it in motion by pushing with his feet. This will be a new experience so you should hold on to him at first to give him a sense of security. If he is fearful, take him out and try it again later. You will not want to leave him in it alone for too long at a time. Stay close by and talk to him while he is in it.

Your child can use a playpen just as any other child does, but you will not want to leave him alone in it without something to occupy his time. He will not be able to watch what is happening around him, or look at the things in the room, or sights out the window as much as if he had



16

normal vision, so he can become overly passive or develop undesirable behavior mannerisms that you may hear called blindisms. In an effort to entertain himself, he may try swaying back and forth or from side to side, rub or poke his eyes, wave his hands in front of his eyes, or use some other motion to give himself some sort of sensation that will help him pass the time. This behavior easily can become a set pattern if he does not have enough attention and stimulation. Scatter a few of his toys on the floor of the playpen and help him learn how to search for and find them. Be sure he has success in this so he will not lose interest. Tie a few items to the railing where he can locate them and not lose them. Give him a reasonable amount of attention, and he will be too interested in what he is doing to spend his time in meaningless motions even though he may try them once in a while.

Not too long after he has learned to sit alone with ease, he will be ready to start pulling himself up from a sitting position. Let him grasp your hands and with your help, pull him up. When he is in his crib or playpen show him how to reach up and grasp the rail. You may need to literally fit his little hand over the rail to do this. Then, put your hand under his bottom and give him a gentle boost. Play with him pulling him upright and holding him balanced for short periods of time. As he begins to learn the fun of pulling up and as his leg muscles strengthen, he will try to get up without your help. He may go down with a bump often in the beginning, but soon he will learn how to lower himself more easily. Pulling up and sitting down is preliminary to learning to balance on his feet and stand alone, accomplishments he must master before he can start walking.

Along with sitting in his playpen and pulling himself up, he will be making starts at moving about. He has learned by now, how to use his arms and legs to explore and find things, and when they are out of his reach he will begin to stretch more to get to them and thus start moving his whole body from place to place. No two children start crawling at the same time or in the same way, necessarily. They start when they have a desire to get from one spot to another and have developed enough use of their muscles to use them for such a purpose.

When your baby starts to crawl, you should give him freedom outside his playpen. Leave it where he can find it to go and come from as he pleases, but not confined to it. Encourage him to move out by placing a toy a short distance from him. Tell him where it is or set it in motion so he can hear it. Part of the time, use a musical toy that he can hear. Ask him to come to you. Lengthen the distance he needs to go to reach his goal as he learns more about following a sound. It is not too early for him to begin listening and using sound as a help.

Plan definite periods of exploration, for your child since often, not seeing or not seeing well, he will not be attracted to new places and things without stimulation and help. Attention and encouragement from members of the family will foster his learning and his sense of belonging to the group.

Soon he will start ranging farther from his home base. He will discover furniture, doors, and walls that limit the room. He will find that he can pull up by them as he can by the railing of his crib and playpen. As he has bodily contact with the things in his home, he will become familiar with the place in which he lives and it will have more meaning for him. This will give him the courage to start walking when he is a little older.

About this time, you should introduce him to rowdier play than he has known. He needs to realize that things are not all soft and gentle. Play push-pull games with him, such as see-saw, pull him across the floor by his hands or feet, give him a ride on your foot. Try some of the singing games with action, such as *RIDE A COCK HORSE,* and *THIS IS THE WAY THE LADIES RIDE.* These things help him learn that he need not be afraid of sudden noises, jolts, and small bumps. Every child receives bumps, scratches, and has falls and minor accidents. You must allow your child these experiences too, even though he may have more than the child who sees normally. Of course, you are going to try to guard him against hurting himself badly or becoming unnecessarily frightened, but you must steel yourself not to be unnecessarily protective. He can never become independent if he is too guarded to gain any experience. He has to learn by doing, and like all children, will fall and have bumps.

## WALKING

Once your baby has learned to crawl, he will resort to this method of locomotion when he wants to go from one place to another. He will find, however, that when he has pulled himself up and is holding on to something to stay upright, he can move a bit if he continues to hold tightly to his support. From this, he may discover that he can move his hands along, so shift his position, say from one corner of the playpen to another. To do this, he must move his feet as well as his hands. When he is at this stage and is able to remain upright for a period of time, you can begin helping him with walking.

Your child will not be able to imitate the movement of others by watching what they do. Even if your child sees some, he may not be able to tell exactly how a figure is getting from one place to another. This means you will need to be observant and take advantage of opportunities that will help him learn. You have started by seeing that he can pull up, stand, has good strong muscles, and is not frightened by new experiences. He has learned to crawl to you as you have asked him to do; so now try letting him pull up by your hands, and after steadying him in his upright position, gently pull him, a step or so, to you. Move him toward you with your hands held low enough for him to grasp them without having to reach up. This will help him balance without strain. Speak to him, asking him to come to you at the same time that you gently draw him toward you. He will wobble on his feet but will begin to move, and after much practice he will step toward you with great delight.

At the time you are teaching him to take steps, you can try a stroller or some type of walker. With this, he can move about, and as he bumps into things, he can explore to learn what they are. Do not use this device, or keep supporting him yourself for too long, or you will retard his ability for independent walking. Instead of continuing such help, let him try a push toy that has a wide enough handle for him to grasp firmly. It will give him some support and a sense of security as he pushes it in front of him.

This is the time to encourage him to go from one person to another. Place your hands under his arms from the back and help him go from you to his daddy or another member of the family. Support him all the way at first, and then gradually lessen your hold on him so that he may take some independent steps. Do not frighten him by suddenly withdrawing your help. Instead, let him sense that you are there to steady him if he needs you. Soon he will take some steps alone and eventually go the whole distance without your help.

Most babies start walking with their hands held out in front of them to help with their balance. Not seeing how hands fall naturally, or how to use them as he walks, a visually handicapped child may continue this practice. Try giving him a stuffed toy to carry. It will give him something to do with his hands and act as a buffer if he tumbles. Later, show him how to drop his hands to his sides.

Of course, you will guard him against getting hurt, but you must have the courage to let him go on his own, taking the falls and bumps that are normal for any child learning to walk. Such experiences are a part of the learning process. When he has a fall, help him up, offer a little comfort so he will not be afraid to try again, and divert his attention from his woe just as you would if he could see well. Guard against his being overly fearful that he will hurt himself. If he senses your concern, he too, will be fearful. Too much fuss and sympathy over an ordinary bump can delay his progress.

Along with learning to get about crawling or walking, he is going to need to learn about sounds and directions. You will teach this incidentally as you tell him to come to you, go to his daddy, and so on. You also, will want to give him directions consciously so that he will be familiar with the meaning of opposites, such as backward and forward, up and down, front and back. He needs to know right and left from an early age too, and you will teach him this as you dress and undress him, but now you will want to help him realize that it can mean direction as well as sides of his body. You should not expect him to really understand such concepts at an early age, but he will learn through repetition of reference to them.

He will need to become aware of sounds as a helpful device for orienting himself, and a way of alerting himself to what is near. He will learn to go toward your voice when you tell him to come to you. If you talk to him about the sounds in his home, he will gradually learn to know that he is going toward the kitchen when he hears sounds that he associates with it. If he hears water running in the tub or the toilet flushing, he can locate the bathroom. He will know too, that some sounds alert him about things to avoid. The whirr of the sewing machine, water boiling on the stove, and other identifiable noises tell him he is getting out of bounds.

There will be cues reaching him through his sense of smell too. Each room has its own distinctive odor just as articles do. If you mention how things smell and talk about odors with him, he will learn to pay attention to them.

Formal orientation and mobility training should not be given until a child is old and mature enough to exercise good judgment. Before it is safe for him to travel alone, he must be able to follow directions quickly and easily, make decisions without taking foolish risks, and not become confused and upset in an emergency.

Much of what he learns from you, and later from his primary and elementary school teachers, will be preparing him for the formal orientation and mobility training he will receive when the proper time for it comes. This pre-orientation and mobility training includes such learning and activities as: learning to distinguish sounds; reaching toward you or going to a sound; learning right-left, back-forward, up-down, north-south, east-west; becoming aware of himself in relation to where he is; obeying you when you tell him what to do. Another part of such training comes in teaching him balance and rhythm; what to do with his hands as he walks; how to run, hop, skip, jump, and go up and down steps. As your child learns such things, discovers how to use his different senses to advantage, gains independence in everyday living skills, and develops an interest in the world about him, he will be acquiring necessary information and ability that will make formal orientation and mobility training a quickly and easily acquired area of his learning.

# TOILET TRAINING

Ideas about when to start toilet training have changed from time to time. Most people concede that it is wise to wait until the child is old enough to understand what is expected of him. Regardless of when you start such training, you must guard against urging and pressuring your child if you want to avoid a long, drawn out training period. A child can easily develop a stubbornness about going to the bathroom when he should if he is scolded for mistakes.

If your child has fairly regular bowel movements, you can try putting him on his toilet seat about the time he usually appears to have need of it. A toilet chair that allows the child's feet to rest on the floor is considered better than a seat so high that his feet have no support. Do not leave him seated too long. Make no fuss over whether or not he has had a movement, but comment that it is good when he has had success.

In preparation for training, you should let the child learn about the bathroom and how it is used. He will not observe others going and coming from the bathroom, or be in it with them to learn incidentally, unless you make a point of giving him the experience. Let him go into the bathroom with you. Show him the fixtures. Flush the toilet with the lid closed since it will be less noisy and less startling to him than when left open. Then let him flush the toilet as you tell how the water carries away refuse. Explain that hands are washed after going to the toilet and help him learn how to turn on the tap, find the soap, and wash his own hands. Provide a stool upon which he can stand to be at the right height to do this. Speak of bodily functions in simple terms. Let him realize that people go to the bathroom to take care of body elimination.

Even after a child learns about the use of the bathroom, he will not be able to let you know he needs to go in time to avoid accidents. This is frustrating and requires patience, but is a normal part of training. He will learn to control his bowel movement before he gains bladder control. When he has an accident, put him on the toilet for a short time before changing him and explain that this is where he should go for elimination. Also, promptly put

on dry panties so he will realize how much more comfortable they are than the wet ones. Do not scold or punish him for accidents, but praise him when he tells you in time to use the toilet and does not have to be changed.

Toilet training for all children is a slow process with spurts of success and periods of regression. The more you can accept this calmly, the quicker and easier the training will be. Remember, learning to use the toilet does not require sight and that the visually handicapped child is not slowed down through lack of vision. He is simply following the same pattern that other children do. It requires time and patience to teach any child to remember to get to the bathroom in time to take care of his needs.

As you are teaching your child to wash his hands after going to the bathroom, you can begin helping him learn how to go to the wash basin to clean his hands before eating, or at other times when he has gotten them dirty. Soon he will be able to pull his stool into place independently and wash his hands by himself. He will also learn to use the stool to stand at the bowl to brush his teeth and wash his face at bedtime and in the mornings. Of course, he will splash and spill in the beginning, but as he gains experience, he can avoid this and take pride in his independence and ability to do for himself.

## DRESSING

Instinctively a child begins undressing, pulling off socks and clothes, before he is interested in putting them on. Even so, you can start preparation for learning to dress by telling him about his clothes (their color and use) as you put them on him, and handing him a sock or shoe to hold until you are ready for it when you are dressing him. While telling him about each item, let him examine it by touch and by use of any sight he may have. From this, you can move into showing him how to do the simple things. For example, take hold of his leg and guide his feet into the right opening as you put on his panties. Help him learn the right opening for each foot if pants are to pull up into the right place. Let him learn to hold

up his arms for you to start the shirt over his head and guide his arms into the armholes. After you get his head and arms through his shirt or undershirt, let him pull it down.

When you start teaching him to put things on for himself, be sure to choose the simple, easy to manage clothes instead of the complicated ones he may own that look attractive, but are not designed for the child to handle without your help. Place his clothes on a chair seat or the foot of a bed where he can reach them and help him learn which to put on first. He will have to be shown how to get his arms into the armholes and the different ways to do this when the garment opens, as compared with the one that goes over the head. Little girls will need to see how to work their heads up through the skirt of a dress so the head comes out of the dress neck. Little boys will go through a similar procedure for some shirts. They must learn how to find the front and back of pants so that they will fit as they should, then how to fit one foot and then the other into the legs before standing up to pull the garment into place. In the beginning, you may want to hand the pants to your child with the top toward him and turned in the right direction. Later, you can lay them out with the top facing the child so that he will pick them up in the easiest way for handling. Choose socks that fit loosely so your child will not have to struggle to get them on. Show him how to feel the heel and be sure he gets it to the underside of his foot. Help him recognize the difference in the feel of the shape of the soles of his shoes so that he can tell which goes on which foot. This is not easy for a child who sees well, so you will need to work at this learning task for some time. Talk about which is right and which is left, and help him learn his right foot and hand from his left ones. Show him how he can place his hand on the bottom of his shoe when he is putting the shoe on to help get it in place by pushing it as he shoves his foot downward.

While he is still mastering the art of dressing, you should fasten things for him. Later, he can learn to tie, button, zip, and snap his clothes. Too many procedures at one time can be confusing for a child. Also, at this stage he is not ready for small muscle control required

in fastening as much as he will be a little later. Teach him each thing as he appears to be ready for it if you want the learning to be as easy as possible.

When you note that some step in dressing seems particularly difficult for him, calmly give him suggestions as to how to do it. Break the process down into a step by step procedure so that he can learn the order in which he needs to attack the job. He is going to need much repetition before he gains the ability to dress and undress alone. Consistently see that he does what he can independently, and lend him a hand with the other areas of dressing. Tell and show him the way he can manage by himself next time. Praise him when he succeeds in doing for himself, and do not show impatience when he fails. This learning is another area in which a visually handicapped child cannot easily imitate the acts of others. He is going to be frustrated by not getting into and out of things as quickly and easily as he would like to. Both of you will grow weary of repetition essential to all of this learning. You, however, must remember, to gain respect for himself and have a feeling of worth, your child must become independent and able to rely upon himself. It would be simpler and easier for you to dress him than to try to show him how to do it himself. When time is at a premium, it is a temptation to save time by taking over for him. Remind yourself that when you do this, you retard his learning, so instead of saving time you are wasting it. Later, you will be rewarded for your patience during this period as you see your child eager and able to manage for himself.

## TOYS AND PLAY

Your child can enjoy and use the same kinds of toys that he would if he had normal vision. Do not make the mistake of feeling that his toys have to be different. At the age that any baby likes a rattle, yours should have one. The same holds true of stuffed animals and soft toys. Your guiding principle should be to choose things that are safe, and in the beginning, uncomplicated. Later, as he progresses, he will want and need more complicated

kinds of toys, but only as he is ready to understand and use them.

When your baby reaches the stage of moving his hands and feet, he may learn to find a foot or a hand by himself, but if he does not, you can help him by placing his hand on his foot, by pulling his foot up to his mouth, and giving him an idea of how he can manage this for himself. Start clapping his hands together, and soon he will try this without your help. To encourage him to move his body more than he may if left alone, place a few of his toys in the crib where he can reach them easily. Help him learn to reach out for them. Make him a mobile to hang above his crib so he can reach up for small toys hanging from it. Choose toys for it that have different textures, colors, and shapes and possibly one that will make a noise as he touches it. You also can tie a few things to the rail of his crib where he can find them. Do not clutter his crib with too much, but instead change the toys for him from time to time. He can be confused and lose interest if he has too much at one time. He will touch things by chance in the beginning, but later will begin to deliberately search for them. As you help him, be sure he has success in finding the toy, and then watch as he tries on his own and make sure he locates something often enough to continue to be interested in trying. You can move something into location to keep him from becoming discouraged. A young child's interest span is short at best, so periods of play that involve learning should be short, but frequent, and always give the child some success in what he tries to do. Once he has learned to reach out to find things, you will note his increasing ability to act independently. You may be happily surprised one day to speak to him and have him hold out his arms to you just as a baby with good sight would do.

When you give your baby his bath, be careful not to frighten him by putting him into the water suddenly or splashing it in his face. Let him learn gradually how pleasant a bath can be. When he is used to the water, move his legs and arms in it, and he will learn that he can do this himself and discover the fun of kicking and splashing.

As you show him how to wave his legs and arms and use his hands, try doing this to music so he will start having a sense of rhythm as well as enjoy hearing the song. Do not be afraid to romp with him. He will like rough play used within reason for his age. He needs to know more about the world in which he lives. Lift him up onto your lap and down to where his feet touch the floor, so he will know it is there. He needs to learn that it is hard, not soft the way your lap and his crib are.

While he is quite young, he will enjoy playing with you, learning to kick, waving and holding out his arms. Later, you can help him learn to do these things to the beat of music, just as you can teach him to clap his hands and do various kinds of finger play. Remember, play is not only fun for your child but a learning experience as well. Some of it is quite a challenge to him where he has to extend himself to gain a sense of accomplishment, where he must explore and experiment. Suggestions have been made in other parts of this booklet about how to use toys to help him listen, develop a sense of touch, become familiar with different sizes, shapes, textures, and so on.

You must bear in mind, your child will usually need your help in learning about new toys. You may need to tell him about each in detail and literally show him how it works. Through playing with different kinds of toys, he gains coordination, discrimination, concepts, and the basic understanding of many things that help develop a readiness for learning when he starts school. As you show him how to use a toy and he sees its possibilities, he will have fun with it and be increasingly interested in playing with it. Start with short, but frequent intervals of showing it to him and helping him with it. Let him try it and play with it independently as he wishes. He will make mistakes as he tries to make it work, but will learn from them, sometimes more than from your repeated instructions.

No doubt he, like most children, will go through a period of enjoying pots and pans and other kitchen utensils more than he will toys. He should have the fun of banging one pot against another, taking off and putting on a lid, pulling these things out of the cupboard and puting them back. Tell him what they are and how you use them, but at this stage do not expect him to imitate your

use of them. This will come later when he plays make-believe, pretending to keep house and imitating what you do. He will not do this, of course, if he has not learned how you keep house, or what articles are used for different activities in housekeeping. The same will apply to imitating what his father and others in the household do.

Some blind children, and some who are partially seeing, react against the feel of certain things. You may find, for example, that the child rejects things that are fuzzy, or slick, or harsh. A short introduction to something of the texture he does not seem to like, plus showing him something of the way you handle it, can help him overcome his adverse feelings. Hugging and patting a teddy bear, and then letting him have it for a brief time, can help him find the comfort and pleasure of it. Choose his toys so that there is a well balanced selection providing an assortment of textures. The earlier you introduce him to a wide variety of things that feel differently, the more accepting he will be of new sensations as they appear in his toys and articles used.

Excessive use of music and noise-making toys can be over stimulating and cause a child to become so preoccupied with sound that he misses the fun of playing with them. It is good for a child to have music-making toys, but they should be used with discretion.

Your baby will enjoy a ball. In his playpen, he can learn to roll a ball to the rail and then find it to roll again. Try having him sit on the floor, with his legs spread apart so that you can roll the ball to him, and with the help of his hands and by bringing his legs together, he can catch it. Later, he can learn to stand and catch it if you show him how to hold his arms out, bent and hands palms up. In this position, he can clasp the ball to him when you throw it from a short distance. Still later, he can learn to bounce and catch a ball. Choose different sizes and textures of balls, some to squeeze, others to punch, some with a bell inside, some to bounce.

Most visually handicapped children appear to enjoy push toys more than the ones that are pulled, although they all find little wagons fun. Putting things in and taking them out of the wagon bed offers many learning experiences and lots of absorbing fun for children.

Toys that a child can ride from place to place encourage him to explore. A kiddie car, or animal on casters that the child can move by pushing with his feet, can be introduced early. Care must be taken to explain how it is used and to avoid having the child frightened by it. From such simple wheel toys, he will develop enough muscular coordination and balance to later try riding a tricycle and pedaling a small car.

There is a wide variety of educational toys available for each age level that your child can enjoy and use to advantage. Those widely used include: nested boxes, discs that fit on an upright stick, blocks to fit into a container, large wooden beads, containers such as the mail box into which different size pieces go when fitted through the right openings, pegboards with large pegs (smaller ones can be used later), and simple puzzles.

You will discover that often your child will enjoy things you can provide easily from the articles in your own home just as much as commercially made playthings. As you examine the toys planned for young children, you will see many ways to use what you have at home and make a plaything for your child. Boxes that fit into each other can be put together and taken apart. Large buttons securely strung can serve as a necklace, as can empty spools. These can be worn, counted, sorted, and used in many ways. Plastic bottles and boxes can make a container at one time and at another be used as noise makers if small items are dropped into them and the top is securely closed. Screw tops on plastic containers give the child a chance to learn how to screw and unscrew, and can keep him entertained as he learns. A big carton can be made into a rocking boat or a racing car. It can serve as a table, a house, and all sorts of things as imagination is used.

Any child needs help in learning how to use a new toy for the purpose for which it was designed. Yours will need this more than if he could see well. Describe the new item and tell him about its parts. Help him recognize the colors if he has some sight, and tell him about them if he does not. As you and he play with things, he will gain concepts that he needs; such as comparison of size, differences in shape and size, and texture. This will come

as you ask him to hand you the big ball or the little one, the soft and then the hard one, and on and on.

Your child will need to learn to use both hands as he manipulates his toys. Show him how to hold a container with one hand as he uses the other to screw the top on. Help him learn how to locate a hole in the pegboard, keep one hand at the hole and use the other hand to place the peg in the hole. He will use both hands as he takes off a lid or puts it on a box, as he pulls open a drawer that has two knobs, as he stirs something in a bowl and uses one hand to hold the bowl in place while stirring with the spoon in his other hand. When he is old enough to enjoy stringing beads and putting pop-it ones together, he will need both hands. Practice with such things and many others will give him facility in the use of his hands alone, and together.

When your child is old enough for make-believe play, child-size items that correspond to those used in real life situations will be helpful. A little boy will want tools to make home repairs the way his daddy does, a little girl will want a doll to dress and undress and take care of. Both will enjoy a table and chairs for their size people. This does not mean that they need a great number of items. A few, well-chosen ones, offer a chance to use imagination as they use them to substitute for all sorts of different things. A chair, upside down, can serve as a car when Daddy leaves for work, and the next minute, turn into a bed for Mama to use as she puts her baby to sleep. Your child needs the privilege of using his inventiveness and imagination. If you provide every known item, this will be lost. He will have no incentive to improvise. Yet, remember that you will need to play such things with him until he learns how to think in this way. Usually, a small start is all he will need if you have helped him know about the world in which he lives.

If your child is given too many toys at a time, he may not really enjoy any of them. He may just handle them, use them in an inappropriate way, and then lose interest in them. This can happen, too, when the toy is too complicated for him at his present age. Put some toys away so he will not have too many at one time. Do not get out the ones designed for older children until he is

ready for them. Help him with each one you give him so he can use it correctly. Help him know that his possessions should be taken care of correctly.

As soon as your child is old enough to move about, let him know that there are certain places where his toys are kept. He can learn to go to these spots to select the ones he is to use. Keep only a small number in each place so he will not be confused in making his choices. As he learns to select a toy for himself, he can learn proper care of it, that it is not to be deliberately broken or misused, and that it is to be put away when playtime is over. If you are consistent in having his toys in his toy box, or on a toy shelf in a place easily accessible to him, he will learn to take pride in caring for his own things from an early age. Start by having him put away only one or two of the items he has had out. Remember not to let him take out too many things at a time. If he wants other items, help him learn to put away the ones he is not using before getting out others. This does not mean he should be too restricted, but that limits set on a profusion of things to be used at one time, give him greater opportunity to enjoy and benefit from the ones he is using.

Give your child the opportunity to listen to appropriate records and television programs, but guard against so much constant noise that it blocks out sounds he should become aware of and learn to interpret. Too much listening to mechanical sound and too much noise can stifle interest in conversation and in actively doing things. Use recordings for the enjoyment of listening to music or a story, and as a background for carrying out activities such as marching or dancing to help the child develop good rhythm.

When your youngster is old enough to handle a record player, teach him how to use it. He must learn how to use his hands and develop his sense of touch. It will be important for him to learn how and when to use a gentle touch, as well as when to grasp something firmly.

Start reading aloud to him as soon as he is old enough to begin listening with meaning. About the same time that any child would, he will enjoy Mother Goose and the nursery rhymes. While he is small, his attention span

will be too short for him to stay interested for long periods of time.

Intersperse finger play, clapping, and other simple physical activity with his early reading sessions to increase his interest. As he grows older, he will find listening to the childhood stories great entertainment. From such listening, he will increase his vocabulary with the new words he learns, acquire new ideas, and gain information that will give him a readiness for learning academically when he starts school.

Your child is going to need to play with other children. This will come about normally and naturally if he has brothers or sisters near his own age, but for the only child it will require planning on your part. Probably you will need to invite other children to your home and help your child learn how to entertain them. Sometimes, you can join in the play enough for your child to learn how to share, take turns, and cooperate in games and activities. If you have been wise in your play with him, already he will recognize the rights of others and how to take turns, as well as the fact that he does not always win the game played. While the children are quite young, you may plan ahead and have a few small, inexpensive things, or things you have made, that each child can have as his own to avoid having each child want the same thing at the same time. Do not follow this pattern often or consistently. Use it only as a start for bringing children together.

Besides bringing children to your home, you will want to take your child to the park, to Sunday School, and places where he will have an opportunity to associate with others of his age. All you have done to help him know about the world and how to associate with people will make it easier for him to take his place with his playmates and find a mutual enjoyment in his play and work.

Give your child a chance to learn to play in a sand pile, to swing, go on the slide, play on the seesaw, climb on the jungle gym, and do the various things other children do. You can show him how to climb, swing, and have fun of such activities in a park if you do not have such equipment at home. These things make him a strong

healthy child who is sure of himself and knows how to enjoy the outdoor activities other children have.

The child who has a vision problem needs to experience the use of all sorts of materials. At first, he may not like mud, clay, paste, and such materials of a soft consistency that may be either warm, or cold and clammy. If he rejects them and is not encouraged to get his hands into things, he will miss a great deal of fun and good experience. Help him learn the pleasure of making mud pies, finger painting, doing modeling, and a variety of creative activities of this type. Let him feel rough and smooth surfaces, squeeze warm and cold dough. Show him how to roll a ball of clay. After he has made a few balls, teach him how he can stack them to make a figure. Later, he can learn to put arms and legs on it. Show him how to use his thumb or finger to make a hole in his clay ball so that it becomes a bead, or without the hole going clear through, can be a bowl. Soon, he will learn for himself how to make all sorts of things.

Remember, play is the pure joy of doing for children, but it also is the work of children, and the way in which they grow and learn about the many things they must be aware of if they are to be participating members of society. All of the things your child is learning through play, at this age, will prepare him for what is ahead.

## ACTIVITIES AND BEHAVIOR

Everything you do for your child and he does for himself is a learning experience for him, but because he is visually handicapped, you will need to make a special effort to give him certain experiences he would acquire without much effort if he were normally seeing. The more background information he has about his world and the people in it, the easier it will be for him to understand what is happening around him and to cope with new experiences as they arise.

Most visually handicapped children resist change and are less interested in trying new things than if they had normal vision. For this reason, your baby should be introduced to new experiences and sensations from an early

age. While he needs routine, he also needs to realize that things can be done in more than one way so that he will not want to cling to just one familiar pattern. For example, even while he is still nursing or taking a bottle, give him sips of fluid from a cup. Let him have a cup and small plastic spoon as playthings so he will become familiar with their shapes before it is time to use them for eating and drinking. Take him into different parts of the house and outdoors so he will grow used to different places in and around the home. Let him touch the walls and articles of furniture as you take him about.

When your baby is old enough to sit up, use his body, and be moved from one place to another, you will want to tell him where he is, what you are doing, what toy you are handing him, and all the things that will keep him informed about what is happening. He will understand more of this than you think. At the same time, begin making him aware of differences and contrasts — things that are hard or soft, large or small, rough or smooth.

Your child's good physical condition will be a big factor in his normal growth and development. He will gain more from experiences if he is a well, healthy baby. As the different members of your family group help with him, they can contribute to his good physical condition while they are doing for him and entertaining him. Muscles are strengthened as a baby waves his arms and legs, with or without your help. Pulling up, sitting down, turning and grasping are good exercises. Many of these things can be done to music and through games that develop a sense of rhythm and an awareness of sound. As the child grows older, they will include listening to follow directions and use the sound as a guide. He cannot start using his hearing to advantage at too early an age. It is going to be important to him in so many ways all of his life.

Do not be discouraged when he does not seem to respond or understand quickly as you work with him. Often, he is going to need a lot of time and practice to grasp a concept or learn a new activity. You must use infinite patience in repetition and ingenuity in presentation of ideas. Remember, he cannot see, or see well, to imitate, so he needs more help in each thing he does.

However, once he begins to develop the use of his other senses, there will be many things he learns quickly and sometimes better than a normal seeing child does. The time will come when he will please and delight you with his ingenuity and the ways in which he acquires his knowledge.

At the crawling and then walking stages, the child will be able to extend his world by exploring a greater distance around him. This will be the beginning of an ever widening sphere of activity for him and you will unobtrusively interpret things to him so he will have a more complete understanding of the world in which he lives. At first, this will be in his own home as you explain the everyday household chores and let him participate in them as he becomes old enough to do so. At first, this "helping" will need to be with your assistance, but later he can carry out activities within his ability independently.

As soon as he is old enough to enjoy it, you will want to take him with you when you go to the grocery or to shop. Talk ahead of time about where you will be, what the store will be like, and what you will do there. When actually in the store, keep him posted as to what you are doing and describe the place to him. Since from his early infancy, you have taught him to mind you, have good manners, and be polite and considerate of others, you can allow him to examine some of the items in the store. He can gently feel a shelf of canned goods, discover the length of a counter by running his hands along it, feel the edge of the frozen food section, and gain much first-hand information.

By taking him with you when you are away from home, he can become accustomed to a variety of new sensations — sounds, people, and places that are different from those he has known in his own home.

As you help him gain experiences, you must learn to discuss them after they have happened, as well as ahead of time. When your child begins to talk, you will encourage him to tell about what he has done, how he feels, and what he thinks about things. As time goes on, you will be pleased, sometimes surprised, and often amazed at the understanding he develops and the ways in which he learns to manage.

In your home you have helped him learn to identify the sounds and smells that give him cues as to where he is and what is happening. When you are out with him, call his attention to sounds and smells as well as landmarks. Encourage him to be aware of where he is instead of simply depending upon you to guide him. Let him tell you which way to go when he is in familiar territory. When you feel that he is sufficiently responsible, let go of his hand and allow him to walk independently as long as you are close enough to guard against danger. Help him learn to listen for traffic noises and tell you when it is time to cross a street. Talk about turning right or left, going north or south, and so on, so he will become familiar with directions and learn to understand them. Sometimes, when on a straight stretch, let him walk ahead of you and then call him back to you.

It is not always easy to find the right balance to give your child the help needed due to his visual handicap and yet not indulge him to where he becomes spoiled and takes advantage of you and others. Because you want your child to enjoy a full rich life with the companionship of others, you must be sure to treat him as you would a child with normal sight and see that he is an acceptable person to be around. He must learn how to behave and how to do for himself when he can. Any child will test his parents to find just how much he will be allowed to do as he pleases. Sometimes he will do this unconsciously, but often deliberately. You must hold firm to standards of consideration for others and common politeness, both at home in the family setting, and when he is out with others, children or adults.

He is going to need to know how to enter into friendly discussion and visit pleasantly with those with whom he comes in contact, such as the postman, delivery men, neighbors, and sales people in the stores. It is important for him to learn that he must not monopolize their time, or the conversation, and try to be the center of the stage. He can become an obnoxious, unwanted individual if no curbs are set for him. Remember, he will not see the expressions of others or see them clearly to sense that he is not behaving acceptably. He can develop a manner and attitude that will make him appear to be a selfish,

domineering child if nobody lets him know the way others behave and how he must conform to a pattern of politeness and consideration. As he learns to say "Thank you," "Please," and "Excuse me," he will be learning to respect the rights of others and that all things do not belong to him. Some are the possessions of others over which he has no control.

So that he can learn to be with other adults besides his parents, you should take him to visit his grandmother, aunt, or a family friend. Start by making the visit a short one, and later, as he learns to feel comfortable away from home, he may stay for longer periods of time and even overnight.

As he grows older, you will want to extend his excursions away from home beyond just shopping and neighborhood visiting. Take him on longer walks, to a park, to the zoo, out to eat in a restaurant. Help him learn about a wide variety of things in his neighborhood and community. Walk when possible so that he can stop to examine things and satisfy his natural curiosity.

Once back home from such an excursion, talk about where you were and what you did. This is a good time to help him clear up questions he may have about things he saw and did on his trip. You may find that he gained some false concepts and have a chance to correct them. You will discover what interested him the most and be able to use it to teach him other things to broaden his understanding and experience.

One of the best ways for your youngster to learn to associate with others is to give him a chance to be with children of his own age from the time he is quite young. It may be necessary for you to invite children to visit with him and to work at ways to entertain them as they learn to play together. The time and effort will be well spent. In addition to this, you can give him association with other children by taking him to the park where he can learn to take his turn at the swings, slide, and water fountain. It is important for him to learn to wait his turn the same way other children do. He must not expect concessions because he does not see as well as others.

On the whole, children are quite accepting of differences in their playmates and normally adjust quickly to

the limitations some may have. As your child comes in contact with other children, they may ask why he does things the way he does, why he can't see the ball as they do, or they may have other questions. Answer them simply, in a matter-of-fact manner. If you are not overly sensitive, your child will not be either. Children will accept a simple explanation, not wanting a lot of detail. They learn that some of their friends are blondes, some brunettes, some crippled, some have speech defects, some may be one color and some another. Differences are accepted without undue concern if a child is not influenced to think about them and dwell upon them.

At the same time that children are accepting, they also are quite frank and realistic with each other. They can let one of the group know in a hurry that he is not acceptable to them because he is selfish and dominating. Your youngster will learn to share and cooperate as he associates with other children. Soon he will begin to form friendships and have the joy of doing things with and for his friends. Do not feel concern that he may appear inferior to his playmates or be unable to keep up with them. Sometimes there will be things he is unable to do. With more practice, he can learn to do some of them. Certain things he will be able to do better than some of his friends can. It would be most unusual to find any child who could compete and excel in all things at all times. The important thing for your child is to be happily a part of his group as he learns and grows, even though there will be some things he cannot do.

When a child begins to associate with others and sometimes be outside his own home, it is important for him to be able to identify himself. Make him aware of his full name, your names, how old he is, and where he lives. Talk about this and ask him, from time to time, to give you such information. If he has brothers and sisters, he needs to know their names and ages too. It is easy to make a game of this to help him learn and retain such knowledge during times when the family is together, as well as when he is alone with you. When he is on an outing or shopping with you and you have an opportunity to talk with people you meet, encourage him to give the person his name and address.

In planning activities with him, talk about what day you will do certain things, and at what time of day you will leave home, return, and so on. He should know the days of the week fairly well before he is school age and should have a good concept of night, morning, afternoon, and evening. He should be aware of time as well and can have made some start at telling time. There are clock faces with movable hands that are helpful in teaching this. Whether he has learned to tell time or not before starting school, he should know that meals are served at rather set times and what those times are, that older brothers and sisters leave for school at a certain hour in the morning, and return at another hour in the afternoon.

From the time he begins playing meaningfully with toys, you can start counting as part of his play. *One, Two, Buckle my Shoe* and similar simple activities make him aware of counting. On outings, it can be fun for him to count the steps into a building and the number of packages he is permitted to carry for you, for example. You will think of numerous ways to encourage his interest in counting, and help him learn the proper sequence of numbers.

Watch for signs of his sense of humor and encourage it. Learning how to take a joke, and at times laughing at himself when things go wrong, can carry him through trying experiences all of his life. Tell him jokes and help him learn to tell them. He will enjoy the funny riddles for children and should hear and learn them. Riddles are a good form of entertainment when you stop to rest while on a hike or visit to the zoo, as well as for relaxing times at home. These also are good times for telling simple stories and encouraging your child to question what he hears. The more he will ask questions, the more he will learn. If he hears a new word and finds out what it means, not only his vocabulary will grow, but he will obtain a new concept that broadens his understanding of the world in which he lives.

## SCHOOL READINESS

Before a child is born, parents begin thinking about the time he will start to school. If then, he happens to be

visually handicapped, his schooling is of even greater concern to his parents. Many do not realize that what happens to him during his pre-school years will have great bearing on his school readiness and his success once he starts school. Because these years are so important in his preparation for the big adventure of school and also for his whole life, parents will want to follow the suggestions found in this booklet and turn to help available to them in their state and community to insure their child a good start.

There are a variety of kinds of educational programs to meet the needs of visually handicapped children. Some are in regular public schools where the visually handicapped child participates with his seeing classmates, and others are in a residential setting. Each child needs to be considered individually to determine what kind of program will be best for him if he is to have the opportunity to grow, develop, and work up to his true potential. You will need to have the guidance of well-trained educators to decide what kind of program will best serve your child's needs.

Of course, you will want to set goals high enough for your child to encourage him to work up to his capacity, but you must be realistic and not demand performance far beyond his ability to produce. He may be gifted, of average intelligence, slow learning, or mentally retarded. He may have additional handicaps that can interfere with learning and his physical development. In any case, he will have his own potential for growth and development, and he has a right to work up to it. You and the school personnel must recognize it and help him reach it. He has the right too, to enjoy reaching his goal without pressure that pushes him beyond his physical and mental ability. School should be a happy place, as well as one for learning. If it is right for your child, it will be one that he can enjoy. Therefore, it is important for you and the school people to select the correct place for him.

Experience in a sighted nursery school is quite necessary for some visually handicapped children and can be beneficial to any of them. If, however, nursery school education is not available for your child, you can compensate for this lack by giving him similar experiences.

Start him to church school as soon as he is old enough for this, not only for his religious training, but for the experience he will gain in group action and behavior in a school setting. Spend extra time helping him learn to count, to recognize or know about color, and to know how to follow directions. Encourage him to make things and use his hands for various tasks. Play running, hopping, and skipping games with him. Teach him how to button and unbutton starting with a large button and button hole so that he can manage to fasten his own coat. Help him learn to take off and put on a coat and how to hang it up. You will think of many things children of school age are able to do when they start to school and will want your child to have as much independence as they when he starts. Educators hope that when a visually handicapped child enters school he will have:

1. A sense of belonging to his family group
2. A background of experience comparable to other children of his age
3. Training in taking care of his personal needs (feeding, dressing, going to the bathroom independently, etc.) to the extent that any young child has
4. Ability to move about from one place to another with some ease and lack of fear
5. Experience with a variety of kinds of toys
6. A start in how to use to advantage his sense of touch, smell, hearing, and any vision he may have
7. A healthy body
8. Ability to follow simple directions
9. Respect for the rights of others
10. An interest in the world around him

Long before your child is school age, you will have made a start at learning about educational programs. If the school knows, well in advance, that your child will be enrolling when he is the right age, planning can begin before that time so there will be no delay in his placement and starting. Visit your local school to learn whether or not it offers educational programs for visually handicapped children. The Director of Special Education for the school system, or someone assigned by the Superin-

tendent of Schools, if there is no director, can tell you about services and begin planning for your child.

All states have legislation for special education and make provision for children who need a program that may differ in some ways from that of the regular school service. Services are offered for planning for pre-school children as well so that they will be able to use the school services to advantage when they are ready for them. Check the list of references in the back of this booklet to know what State Departments and agencies can help you. Contact them through your local school system. By working cooperatively with the school personnel, you can insure your child the opportunity for an education that will enable him to fulfill his potential.

# ILLINOIS AGENCIES SERVING VISUALLY HANDICAPPED PERSONS

## BLIND SERVICES ASSOCIATION, INC.

127 North Dearborn Street
Chicago, Illinois 60602
Area Code 312—332-6767

Maintains rooms for daily oral reading by volunteers of textbooks to blind college students. Textbooks are recorded on discs and tapes. Provides scholarships for blind students; supplies milk and lunches to blind and visually handicapped children; partially maintains eye clinics in several hospitals; assists in obtaining guide dogs; supplies white canes; arranges recreational programs for blind children and adults; underwrites braille magazines. Works closely with community agencies in referring cases, providing emergency relief, and eye glasses upon prescription.

## BLINDSKILS ASSOCIATION (Skilcraft Distributors)

6141 West Touhy Avenue
Chicago, Illinois 60648
Area Code 312—774-5353

The Blindskils Association, Skilcraft Distributors, State of Illinois, is franchised by National Industries for the Blind, owner of registered trade-mark, "Skilcraft." This trade-mark represents only high quality blind-made products produced by blind people employed in non-profit workshops with quality and craftsmanship fully guaranteed. Distributes only blind-made products through retail sales, wholesale sales to industry, club sales for fund-raising (resource for Lions Clubs in Illinois for broom sales); employs both visually handicapped and sighted sales dealers. See also National Industries for the Blind.

## BOARD OF EDUCATION, CITY OF CHICAGO

Bureau of Physically Handicapped Children
Division of Blind and Partially Seeing
228 North LaSalle Street
Chicago, Illinois 60601
Area Code 312—332-7800, ext. 317 and 318

Educational facilities are available for blind children and youth from 3-21 years of age, including some with multiple handicaps. In each elementary and high school housing resource rooms for the

blind, a broad educational program is provided to meet individual needs, utilizing special methods, materials and equipment. Blind students are enrolled and participate in regular classes and a diversity of curricular and extra-curricular activities. Specialized instruction in orientation and mobility skills is provided as an integral part of the total school program.

### BUSINESS OPPORTUNITIES FOR THE BLIND, INC.

53 West Jackson
Chicago, Illinois 60604
Area Code 312—427-3185

Cooperates with the Illinois Division of Vocational Rehabilitation to screen, select, train and place visually handicapped men and women of Illinois in merchandising enterprises. Obtains grants, permissions and leases to establish snackbars, cigar stands, coffee shops and cafeterias in public buildings, commercial office buildings, industrial plants and hospitals. Installs necessary equipment, stock and facilities; provides professional and continuous counseling supervision; provides maintenance, replacement and additional equipment; and complete insurance coverage. Maintains relations through periodical contact with plant and building managements to assure good service and satisfaction.

### CATHOLIC GUILD FOR THE BLIND

67 West Division Street
Chicago, Illinois 60610
Area Code 312—943-2468

Provides social and religious activities for the blind; emergency financial aid, guides, transportation, braille and recorded textbooks.

### CHICAGO ASSOCIATION OF COMMERCE AND INDUSTRY

30 West Monroe Street
Chicago, Illinois 60603
Area Code 312—372-7700

Information available on organizations distributing blind-made merchandise.

### CHICAGO BAR ASSOCIATION

Lawyer Reference Plan
29 South LaSalle Street
Chicago, Illinois 60603
Area Code 312—782-7348

The Lawyer Reference Plan is a service maintained by The Chicago Bar Association to help persons in obtaining legal assistance, if they do not know a lawyer or some reliable person who can refer them to a lawyer. Through this service individuals will be referred to a lawyer, experienced in the field of law in which their problem lies, for assistance at a reasonable fee. Over one thousand members of The Chicago Bar Association are on a referral panel to provide this service.

## CHICAGO COMMONS ASSOCIATION

915 North Wolcott Avenue
Chicago, Illinois 60622
Area Code 312—342-5330

To initiate and maintain opportunities for social, educational and civic advancement of the people of Chicago, and for the improvement of the social conditions of the city through the operation of social settlements or community centers in local communities and through research and demonstration. Maintains community, educational, and recreational activities for children, young people and adults. Also maintains family counseling service, meeting places for neighborhood groups, and a summer camp — individual outings; 2 weeks. Takes boys and girls 8 years of age through 14.

## CHICAGO LIGHTHOUSE FOR THE BLIND

1850 West Roosevelt Road
Chicago, Illinois 60608
Area Code 312—666-1331

Program includes social casework, recreation, a training course for newly blinded adults, testing, vocational training, placement, counseling, college preparation for blind high school graduates entering college, and training for management of small business enterprises. The workshop provides both transitional and extended employment, serving industry on a contract basis. An activity center for young adults who are visually handicapped and have special problems of adjustment. Optical aids service on recommendation of patient's ophthalmologist. Ophthalmological, general medical, psychiatric and psychological consultants are used.

## CHICAGO PUBLIC LIBRARY

Department of Books for the Blind and the Physically Handicapped
Hild Regional Branch Library
4536 North Lincoln Avenue
Chicago, Illinois 60625
Area Code 312—561-7210

The Library maintains a collection of books in braille, talking book and magnetic tape recordings. Books are obtained through direct purchase, Library of Congress allotments and handcopied books made available through volunteer braille transcribers of the Johanna Bureau for the Blind and Visually Handicapped, Inc. The Library is the designated Regional Library for the Blind of the Library of Congress, Division for the Blind and Physically Handicapped, serving the State of Illinois. Books are sent through the mail free. Books in large type are available in the Education Department, Central Library and in Branch Libraries.

## COMMUNITY REFERRAL SERVICE

Welfare Council of Metropolitan Chicago
123 West Madison Street
Chicago, Illinois 60602
Area Code 312—726-0363

Provides a central source of information and referral for persons needing the services of health, welfare and recreational resources in the Chicago metropolitan area. Offers casework exploration to help determine appropriate resource. Serves also as a central informational and referral channel for persons and organizations interested in individuals who are in need of community services. A department of the Welfare Council of Metropolitan Chicago.

## COMMUNITY SERVICES FOR THE VISUALLY HANDICAPPED (State of Illinois)

Division of Rehabilitation Services
Department of Children and Family Services
Room 1700, 160 North LaSalle Street
Chicago, Illinois 60601
Area Code 312—346-2000, ext. 2271
(formerly Illinois Industrial Home and Services for the Blind)

Home teachers, mobility instructors, and other specialized staff assist blind persons to develop skills which will enable them to make an adjustment to blindness. Teaching skills include braille, reading and writing, typing, scriptwriting, crafts, orientation and mobility and everyday living activities. Provides talking book machine service, including distribution, repair, and maintenance for the visually and physically handicapped persons who qualify for this service. Provides consultative service to agencies, organizations, and individuals on all phases relating to blindness. Serves adults and children and provides counseling service to parents of blind children in cooperation with the Division of Child Welfare.

## COOK COUNTY DEPARTMENT OF PUBLIC AID

Public Assistance Division
Room 1100, 318 West Adams Street
Chicago, Illinois 60606
Area Code 312—263-4004

Provides financial assistance to the needy blind through several district offices; purchases medical care with emphasis on restoration of vision when possible; offers referral to community resources such as sheltered workshops, recreational, educational, and vocational training facilities, volunteer visitors and other special services to promote the general welfare of the recipient; pays for burial services. Residence requirement is one year in the State of Illinois. No age limitations.

COORDINATOR OF VISUALLY HANDICAPPED SERVICES (State of Illinois)

Division of Rehabilitation Services
Department of Children and Family Services
404 New State Office Building
Springfield, Illinois 62706
Area Code 217—525-4800

Assists in the planning, coordination and establishment of interagency committees, institutes, study groups, new services and facilities and research activities among agencies serving visually handicapped persons. Activities are carried on largely through two statewide committees — the Coordinating Committee of Services to Visually Handicapped Persons and the Illinois Committee on Comprehensive Services to the Visually Handicapped.

DEPARTMENT OF CHILDREN AND FAMILY SERVICES (State of Illinois)

404 New State Office Building
Springfield, Illinois 62706
Area Code 217—525-7615
(formerly Department of Public Welfare)

Provides social services to children and their families; operates schools and institutions for blind, deaf, physically handicapped and dependent children. It offers rehabilitative, adjustment and residential services to visually handicapped persons irrespective of age, employability or financial circumstances. Provides direct child welfare services, if not otherwise available in the community. Programs are carried out through three divisions which are as follows:

Division of Children's Schools
Division of Child Welfare
Division of Rehabilitation Services

DEPARTMENT OF MENTAL HEALTH (State of Illinois)

Special Education Services
401 New State Office Building
Springfield, Illinois 62706
Area Code 217—525-7645

Treatment, training and rehabilitation are provided for patients residing at Lincoln State School, Dixon State School and Warren G. Murray Children's Center. Special education services are provided at these same facilities for all aged patients, with the principal emphasis on provision of free public education on a non-school district basis for patients aged 3 to 21 who would otherwise be eligible for specialized education under Article 14 of the School Code.

DEPARTMENT OF PUBLIC AID (State of Illinois)

400 New State Office Building
Springfield, Illinois 62706
Area Code 217—525-6727

Assistance to the Blind is administered by the Illinois Department of Public Aid through its 102 county departments. Persons qualifying are provided financial assistance to meet their living costs, medical care, and such services as may be needed to increase the individual's capacity for self-care and/or self-support. Blind persons who have enough income or assets to meet their living expenses may qualify for help in meeting the cost of essential medical care under the Department's Medical Assistance Program.

DEPARTMENT OF PUBLIC HEALTH (State of Illinois)

Vision Conservation Section
500 New State Office Building
Springfield, Illinois 62706
Area Code 217—525-7926

Provides full-time field consultants who are available to local health departments, school districts, and other community groups during the planning of Vision Conservation Programs; provides training toward certification of vision screening technicians: provides consultation to local health departments and public health nursing organizations which provide services to visually handicapped individuals; promotes State legislation; cooperates with the Illinois Society for the Prevention of Blindness in pre-school vision screening programs; conducts public education programs; and cooperates with other organizations interested in Vision Conservation.

DEPARTMENT OF VISION AND HEARING SERVICES

An Agency of the Catholic Charities of Chicago Affiliated
with the Catholic School Board
126 North DesPlaines Street
Chicago, Illinois 60606
Area Code 312—236-5172

Conducts hearing and vision conservation programs; speech and hearing therapy centers; an itinerant program for the partially seeing; day classes for the deaf and the blind; parent education for parents

of pre-school deaf and blind children; released time instruction for deaf children.

DIVISION OF CHILD WELFARE (State of Illinois)

Department of Children and Family Services
Room 204, 528 South Fifth Street
Springfield, Illinois 62706
Area Code 217—525-2743

Provides general child welfare services on a state-wide basis through regional and district offices. These services include counseling for parents of visually handicapped children and the processing of applications for the Illinois Braille and Sight Saving School. Homemaker and day care services may also be provided when appropriate, as adjuncts to counseling and casework with parents.

DIVISION OF ILLINOIS STATE EMPLOYMENT SERVICE (State of Illinois)

Bureau of Employment Security
Department of Labor
Room 400, 165 North Canal Street
Chicago, Illinois 60606
Area Code 312—782-5800

Provides job placement assistance in all occupational categories and employment counseling to help workers formulate vocational plans. In each ISES local office and Youth Opportunity Center throughout the State, there is at least one counselor trained to assist the handicapped, including the blind, to obtain suitable employment for which they qualify.

DIVISION OF SERVICES FOR CRIPPLED CHILDREN (University of Illinois)

1105 South Sixth Street
Springfield, Illinois 62703
Area Code 217—525-7001

Blindness or visually handicapping conditions per se are not among the eligible medical conditions treated by the University of Illinois Division of Services for Crippled Children. However, this Division may in individual situations, relate to visual problems which are present in association with other handicapping conditions in children that are medically eligible for Division services.

DIVISION OF VOCATIONAL REHABILITATION (State of Illinois)

Board of Vocational Education and Rehabilitation
623 East Adams Street
Springfield, Illinois 62706
Area Code 217—525-2093

Provides a complex of services to diagnose, counsel, guide, train and educate to restore blind and visually handicapped persons to working constructive members of society. Counselors with specialized training serve clients whose visual acuity is 20/60 or less in the better eye. Persons of or near working age may apply to any district office. Counselors for the Blind and the Visually Handicapped cover every county in the State.

## EDUCATIONAL MATERIALS COORDINATING UNIT
(State of Illinois)

Office of the Superintendent of Public Instruction
316 South Second Street
Springfield, Illinois 62706
Area Code 217—525-4552

Provides staff and resources for the coordination, cataloging, standardizing, production, procurement, storage, and distribution of educational materials needed by visually handicapped children and adults. Teachers of visually handicapped persons are also eligible to use the professional services of the Center. Also maintains an office in Chicago.

## ELIM CHRISTIAN SCHOOL

130th and Central
Palos Heights, Illinois 60463
Area Code 312—389-0555

A private, residential and day care facility responsible for the education of deaf, blind and crippled children.

## FOX CHILDREN'S CENTER, WILLIAM W.

Dwight, Illinois 60420
Area Code 815—584-3347

This Center is dedicated to the care of 250 severely retarded, multiply handicapped, non-ambulant children, ages six to fifteen. Does not provide a program for visually handicapped persons. Coincidental visual or other ocular problems among the patient population is cared for by a consultant in ophthalmology.

## HOME AND RECREATIONAL CENTER

Association of Jewish Blind of Chicago
3525 Foster Avenue
Chicago, Illinois 60625
Area Code 312—478-7040

Provides home for Jewish blind; recreational, social and religious activities for youth and adult groups. Meeting hall and recreational rooms available to all the blind.

## HOPE SCHOOL FOR BLIND MULTIPLE HANDICAPPED CHILDREN

Hazel Lane
Springfield, Illinois 62707
Area Code 217—529-5537

To be admitted a child must be between the ages of 4 and 18 years of age, must be blind and have such additional handicaps as being mentally retarded, educationally subnormal or emotionally disturbed, or have speech or hearing difficulties (but not deaf), orthopedic defects (although ambulatory), controlled epilepsy, or brain damage. It is a licensed, private, nonprofit residential school for the training and education of blind children who have an additional handicap which makes them ineligible for, or unacceptable to, schools for the normal blind. The School accepts only blind children who cannot gain admittance to any other school for the blind.

## ILLINOIS BRAILLE AND SIGHT SAVING SCHOOL (State of Illinois)

Division of Children's Schools
Department of Children and Family Services
Jacksonville, Illinois 62650
Area Code 217—245-4101

A residential facility responsible for the education of blind and partially seeing children in Illinois who do not have classes in their own communities that will meet their needs. The purpose of the School is to provide the educational services necessary to develop the capabilities of the visually handicapped children enrolled in the School. Professional services include the fields of special education, medicine, social work, child care, recreation, psychology, and dietetics.

## ILLINOIS EYE AND EAR INFIRMARY (State of Illinois)

Division of Rehabilitation Services
Department of Children and Family Services
1855 West Taylor Street
Chicago, Illinois 60612
Area Code 312—341-7444

Jointly operated by the State of Illinois Department of Children and Family Services and the University of Illinois College of Medicine. Provides hospital outpatient and inpatient care for all medically indigent residents of Illinois afflicted with diseases of the eye, ear, nose or throat.

## ILLINOIS EYE BANK

220 South State Street
Chicago, Illinois 60604
Area Code 312—922-8710

Joint project of the Illinois Society for the Prevention of Blindness and the Chicago Ophthalmological Society. The Illinois Society for the Prevention of Blindness administers and finances the Illinois Eye Bank. Medical policies and procedures are handled by a special committee appointed by the Chicago Ophthalmological Society. The purpose of the Illinois Eye Bank is to supply doctors with donor tissue for surgery to help correct eye conditions, restore sight and for research. Forms may be obtained for donating eyes after death. A file of donor forms is kept. No charge for services.

ILLINOIS SOCIETY FOR THE PREVENTION OF BLINDNESS

220 South State Street
Chicago, Illinois 60604
Area Code 312—922-8710

To reduce the preventable causes of blindness by educating the public on the necessity for prevention of blindness; by encouraging legislation which will safeguard the eyesight of the citizens of Illinois; by conducting research on which the legislation may be based; by aiding in the enforcement of laws relative to prevention of blindness; and by demonstrating methods of prevention. Program includes research; work for conservation of vision among school children including visual screening; sight restoration through corneal transplant; work for the control of glaucoma; education of public health nurses and school students as to prevention of blindness among school children; and the coordination of optometric and medical eye care services.

ILLINOIS STATE LIBRARY (State of Illinois)

Room 209, Centennial Building
Springfield, Illinois 62706
Area Code 217—525-2294

Receives funds to develop services to the blind under the Library Services and Construction Act, P.L. 89-511. A Committee representative of the clientele advises it on grants promoting or coordinating programs, staffs, and collections in agencies, private groups, and local and regional libraries serving the blind. Contributes to costs of taping books. Provides mail or direct loans of large type and talking books; refers patrons to other libraries for this service.

ILLINOIS STATE UNIVERSITY (State of Illinois)

Department of Special Education
Normal, Illinois 61761
Area Code 309—453-2274

Illinois State University serves the visually handicapped primarily through its program to prepare teachers of the blind and partially seeing. The curriculum of the program is designed to meet standards

established for teachers of the common and residential schools of Illinois. The program is under the direction of the Special Education Department. Study may be undertaken at either the Bachelor's or Master's degree level. Two laboratory schools include three resource rooms serving visually handicapped children.

## ILLINOIS VETERANS' COMMISSION (State of Illinois)

221 West Jefferson Street
Springfield, Illinois 62705
Area Code 217—525-6641 or 6643-6644-6645

The Illinois Veterans' Commission counsels, assists and makes referrals, when necessary, to those eligible for blind veterans benefits, such as: appliances and equipment; artificial eyes; automobiles and other conveyances for certain blind veterans; aid and attendance; burial allowance; compensation; pensions; blind assistance; hospitalization and out-patient treatment; social security; state benefits; vocational rehabilitation; homes for service-connected veterans; totally and permanently disabled veterans, and war orphans.

## ILLINOIS VISUALLY HANDICAPPED INSTITUTE (State of Illinois)

Division of Rehabilitation Services
Department of Children and Family Services
1151 South Wood Street
Chicago, Illinois 60612
Area Code 312—341-7582
(formerly Industrial Home and Services for the Blind)

A residential rehabilitation center offering instruction in braille, communication skills, crafts, electronics, everyday living skills, homemaking, home mechanics, hygiene, industrial arts, orientation and mobility, physical education, recreation, script and typewriting, and work evaluation in switchboard, dictaphone transcription, business and industrial positions. Selection of classes is based on student's needs and length of training is determined by the student's progress. There is no cost to Illinois residents. Applications are received through the counseling home teachers of the Community Services for the Visually Handicapped. Offers special summer course for junior high and high school children in mobility and personal management skills. Application is made directly to the school.

## INFORMATION CENTER FOR THE AGING AND CHRONICALLY ILL

Community Referral Service
Welfare Council of Metropolitan Chicago
123 West Madison Street
Chicago, Illinois 60602
Area Code 312—346-5336

Established in 1967 as a three-year project of the Community Referral Service. Comprehensive information and referral source for the aging and chronically ill of the metropolitan area in the following fields: income maintenance, protective care, health, including mental health. Nursing home care, housing, brief counseling service, recreation, adult education and employment. Funded by grant to the Welfare Council of Metropolitan Chicago from the Older Americans Act, and private contributions.

## JOHANNA BUREAU FOR THE BLIND AND VISUALLY HANDICAPPED, INC.

410 South Michigan Boulevard
Chicago, Illinois 60605
Area Code 312—939-4784
(formerly Johanna Bureau for the Blind)

The Bureau is affiliated with the Chicago Public Library and the Library of Congress, and works in cooperation with the Educational Materials Coordinating Unit (State of Illinois). The Bureau transcribes educational material in braille, tape recording and large type, from the pre-school to the graduate level. Professional and special materials for adults are also provided upon request.

## LEGAL AID BUREAU

United Charities of Chicago
123 West Madison Street
Chicago, Illinois 60602
Area Code 312—782-9700

Provides free legal service in civil cases to all persons whose incomes are too small for them to pay for private counsel. Excluded are persons with cases which will be accepted by a private lawyer on a contingency fee basis. The Legal Aid lawyer will see any client initially where there is some question concerning eligibility, and if indicated will refer the client to the Lawyer Referral Service of the Chicago Bar Association.

## MARY BRYANT HOME ASSOCIATION

1100 South Fifth Street
Springfield, Illinois 62703
Area Code 217—523-9091

Provides a home for blind and visually handicapped persons regardless of race, creed or religion. Private paying residents and public aid recipients are welcome. The Home offers semi-private rooms, good food, pleasant surroundings, recreation and handicrafts. Sighted volunteers are available to assist residents. Blind and sighted persons of Illinois are invited to visit the Mary Bryant Home. Write to the Home office for information.

NORTHERN ILLINOIS UNIVERSITY (State of Illinois)

Department of Special Education
DeKalb, Illinois 60115
Area Code 815—753-1000

Offers a full sequence of courses designed to provide professional competency in teaching both blind and partially sighted children. Courses are offered for both undergraduate and graduate credit which meets Illinois teacher certification requirements. Methods and materials used in working with visually handicapped children are demonstrated in a laboratory classroom. Student teaching is available off campus. Scholarships are available.

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION (State of Illinois)

Department of Special Education
316 South Second Street
Springfield, Illinois 62706
Area Code 217—525-6601

Works with local school districts in the establishment and maintenance of special classes for the visually handicapped. Consultative services are available to local school districts in planning educational programs for these handicapped children. Reimbursement is available to school districts for educational programs and for reader service. Interested persons desiring information concerning the comprehensive public school programs should contact their local superintendent of schools or director of special education. Local school administrators can also make arrangements for the loan of specially adapted materials for the visually handicapped through the Educational Materials Coordinating Unit maintained by the Office of the Superintendent of Public Instruction.

PEORIA AREA BLIND PEOPLE'S CENTER

2905 West Garden Street
Peoria, Illinois 61605
Area Code 309—637-6447

Serves some 200 persons. Offers social and recreational activities to blind and visually handicapped children and adults, including a six-week program during the summer for these children. The Center assists blind persons in securing services of other agencies (public, private), welfare benefits for members, conducts a small work area and sales program to the public of articles made by blind people. A monthly publication is available in print and braille.

RECORDING FOR THE BLIND, INC.

Chicago Unit
Room 910, 600 South Michigan Avenue
Chicago, Illinois 60610
Area Code 312—939-4162

A national non-profit organization which records textbooks for blind students and professional people. Any educational text may be requested. Reading and monitoring are done at the studios by volunteers using professional equipment. All new recordings are available on two or four-track tape. The catalog lists over 11,000 titles, predominantly on discs for use with the talking book machine. A library of master tapes will replace disc production. Branch offices are located at Ryerson Hall, University of Chicago; Hadley School for the Blind, Winnetka, Illinois, and the Palos-Orland Branch located at LaGrange Road and 143rd Street in Palos Park, Illinois. See also Recording for the Blind, Inc. under national agencies.

## SOUTHERN ILLINOIS UNIVERSITY (State of Illinois)

Learning Resources Service, Morris Library
Carbondale, Illinois 62903
Area Code 618—453-2258

The textbooks-on-tape program, directed by Learning Resources Service, is served by volunteer readers from the Beth Jacob Sisterhood, inmates at Menard Penitentiary, and other sources. More than 200 textbooks are on tape. The student brings his schedule to the Learning Resources Service. If the textbook is on tape, a copy is made for the student's use; if not, it is obtained and recorded. Two rooms are maintained, with tape recorders, for the use of students and readers.

Coordinated Services to the Handicapped
Division of Vocational Rehabilitation
Washington Square, Building C
701 South Washington
Carbondale, Illinois 62901
Area Code 618—457-2589

The Coordinator's office on the campus at Southern Illinois University provides assistance in locating those services necessary to help blind and visually handicapped clients, sponsored by the Division of Vocational Rehabilitation, obtain an education. While on campus information regarding recording services, reading services and many other services which might be necessary to obtain an education are provided. Guides are also included in this service. Also while on campus the Blind and Deaf Scholarship is processed.

## TRAVELER'S AID SOCIETY OF METROPOLITAN CHICAGO

Room 1003, 22 West Madison Street
Chicago, Illinois 60602
Area Code 312—782-0950

Casework service to people in movement, including travelers and newcomers. There are two unique aspects of the casework service:

(1) An inter-city casework service to individuals or families geographically separated and aimed toward mobilizing personal, social, or financial services, and (2) Appointment Service which provides social work, travel planning for those persons needing protective services because of age, physical, or mental handicaps. Professional and/or volunteer staff at Union, Dearborn, LaSalle, Grand Central and I.C. Stations, Greyhound Bus Terminal and O'Hare Airport.

### VISITING NURSE ASSOCIATION OF CHICAGO

5 South Wabash Avenue
Chicago, Illinois 60603
Area Code 312—332-0675

Provides skilled nursing care to the sick in their homes, and instructs families in the care of patients between visits. Provides guidance to patients and their families in improving and maintaining health and in preventing disease. Assists in rehabilitaton of patients and families. Cooperates with community agencies in planning for health and welfare of individuals and families. Assists in meeting health needs of the community by participating in educational programs for nurses, allied professional workers, and community groups. Fees for service are on a sliding scale based on the current cost per visit. All offices are open from 8:30 a.m. to 4:30 p.m.

### VOLUNTEER BUREAU

Welfare Council of Metropolitan Chicago
123 West Madison Street
Chicago, Illinois 60602
Area Code 312—263-0640

A department of the Welfare Council of Metropolitan Chicago. Recruits and refers volunteers to health and welfare agencies. Cooperates with other agencies in the planning and operation of training courses for volunteers. Consults with individual agencies on problems relating to volunteer services.



57

# NATIONAL AGENCIES SERVING VISUALLY HANDICAPPED PERSONS

## AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND, INC.

711 - 14th Street, N.W.
Washington, D. C. 20005
Area Code 202—628-6847

A professional organization of educators, psychologists, guidance counselors, orientation and mobility specialists, child care workers and other ancillary personnel concerned with the education of visually handicapped children. It utilizes periodicals and other communicative media to keep its membership aware of latest developments in techniques, teaching material and educational trends. Conducts national biennial conferences, regional workships, institutes and seminars.

## AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, INC.

Room 424, 1511 K Street, N.W.
Washington, D. C. 20005
Area Code 202—347-1559

A social action group, composed of a representative body of some five or six thousand Americans now in occupations which may be described as work for the blind. Supports practical help enabling blind people to (1) work beside a sighted worker; (2) study beside a sighted student; (3) take a responsible role in a sighted family. The AAWB Annual, "Blindness", is available from the Library of Congress in both braille and recorded form.

## AMERICAN FOUNDATION FOR THE BLIND, INC.

15 West 16th Street
New York, New York 10011
Area Code 212—924-0420

A national non-profit agency seeking to help blind persons achieve the fullest life possible. Publishes research and other materials in conventional and large print, recorded and Braille form; sells aids and appliances; records and manufactures talking books for the Library of Congress; administers a travel concessions program for blind person and sighted companion; provides field consultation to na-

tional, regional and local agencies; maintains offices in San Francisco and Altanta and a legislative office in Washington, D. C.; refers blind individuals and their families to appropriate agencies; operates a Personnel Referral Service; maintains a library and conducts nation-wide public education.

## AMERICAN NATIONAL RED CROSS

Midwestern Area, 4050 Lindell Boulvard
St. Louis, Missouri 63108
Area Code 314—652-3600

Chapters on a local option basis offer a variety of volunteer services to the blind which may include braille transcription, shopping escort service, home visitation, swimming instruction, companion program for teen-agers and children. Represents veterans in their dealings with the Veterans Administration and counsels all veterans regarding their rights. National headquarters, Washington, D. C. Chapters are located in each county throughout Illinois, typically having jurisdiction on a county-wide basis. All requests for service or information should be directed to the local chapter which is usually situated in the County Seat and listed under American Red Cross in the telephone directory.

## AMERICAN PRINTING HOUSE FOR THE BLIND, INC.

P. O. Box 6085, 1839 Frankfort Avenue
Louisville, Kentucky 40206
Area Code 502—895-2405

Official schoolbook printery for the blind in the United States; provides special educational books and supplies for blind school children, kindergarten through high school, throughout the country. The Federal Act "To promote the Education of the blind," originally passed in 1879, authorizes an annual appropriation to the Printing House for this purpose. Allocations of books and materials are made on a per capita basis. Only those pupils may be registered whose vision comes within the accepted definition of blindness. In addition to the materials provided under the Federal Act, which accounts for only about one-third of the APH total output per year, the Printing House produces annually at cost on a contract basis, for other non-profit agencies for the blind (including the Library of Congress) close to $2,000,000 worth of materials, primarily books and magazines in braille and talking book forms. This amount also includes braille and talking book editions of "The Reader's Digest" and a talking book edition of "Newsweek Magazine"—for which the APH goes to the general public for support. APH also maintains large catalogs of braille books and braille music selections, large type textbooks, talking books, recorded educational tapes, and education aids, which are available for purchase by anyone at cost.

## BLINDED VETERANS ASSOCIATION

Room 118, 2430 Pennsylvania Avenue, N.W.
Washington, D. C. 20037
Area Code 202—965-1990

To encourage blinded veterans to take advantage of pre-vocational and vocational training benefits, job placement assistance and other aid from appropriate community resources, through its field service; to promote extension of employment opportunities and sound legislation, and to promote standards of rehabilitation and research, through liaison with government and national agencies; to keep the public and veterans informed about pertinent data and events, through public education, awards and publications in inkprint and on records.

## CENTRAL REHABILITATION SECTION FOR VISUALLY IMPAIRED AND BLINDED VETERANS

Veterans Administration Hospital
Hines, Illinois 60141
Area Code 312—537-2888

Provides specialized rehabilitation services for veterans with severely impaired vision and blindness. Primary aim of the program is to prepare veterans to make the personal and social adjustment required of regular community life. Program includes instruction in orientation and mobility, braille reading and writing, communication skills, and manual skills. Provides counseling, physical reconditioning, social, and recreational programs. Includes any improvements in visual efficiency which may be accomplished with or without optical aids. A less intensive program is provided for veterans who, because of age and/or chronic illness in addition to visual loss, can be expected to achieve only limited adjustment.

## DEPARTMENT OF MEDICINE AND SURGERY

Veterans Administration, Central Office
Washington, D. C. 20420
Area Code 202—389-2764

Provides hospital, domiciliary and nursing home care, and outpatient medical services to eligible veterans of the armed services. Generally speaking, blinded veterans are integrated with all other veterans for treatment and care. Special exceptions are made as follows: intensive and comprehensive programs of basic reorganization to blindness are provided at the Blind Rehabilitation Centers, Hines, Illinois and Palo Alto, California; and prosthetic and senscry aids are provided to help overcome the handicap of blindness for veterans who meet specific eligibility requirements. For further information regarding service or eligibility, communicate with the nearest office of the Veterans Administration.

## DEPARTMENT OF VETERANS BENEFITS

Veterans Administration, Central Office
Washington, D. C. 20420
Area Code 202—389-3624

Furnishes compensation and pension for disability and death for veterans and dependents; vocational rehabilitation services, including counseling, training and assistance toward placement into employment upon completion of training, to blinded veterans disabled as a result of service in the armed forces during World War II, the Korean conflict, and Vietnam era as well as certain peacetime veterans; provides loans for the purchase or construction of homes, farms and business property. The maintenance of the Veterans Administration is through federal appropriations. For further information regarding service or eligibility, communicate with the nearest office of the Veterans Administration.

## GOODWILL INDUSTRIES, INC.

Serve people who have a visual disability to that point where they are no more disabled than industrially blind. Offer sheltered employment and work adjustment training.

## HADLEY SCHOOL FOR THE BLIND

700 Elm Street
Winnetka, Illinois 60093
Area Code 312—446-8111

Accredited home study school. Over one hundred courses for the blind student offered through braille, tape and recordings without charge. Braille, elementary school subjects beginning at the fifth grade, and complete high school program. College courses offered through the Correspondence Instruction Program of the University of Wisconsin and other universities. Avocational and vocationally slanted courses.

## LEADER DOGS FOR THE BLIND

1039 South Rochester Road
Rochester, Michigan 48063
Area Code 313—651-9011

Conducts a training center with national headquarters located at the above address, where the blind are rehabilitated for useful, productive living through the use of a Leader Dog. Acceptable applicants must be totally blind or have only light perception, be between the ages of 16 and 65, in good health and of good character. The training course includes every type of sidewalk, curbing, lighting and street condition that will be encountered in daily living and travel.


61

## LIBRARY OF CONGRESS

Division for the Blind and Physically Handicapped
Washington, D. C. 20542
Area Code 202—882-5500

Serves United States, its territories and insular possessions. From annual appropriation by Congress, supplies free reading materials (braille books, recorded tape, talking books, phonographs) to blind and physically handicapped residents. To participate, person must have blindness or physical limitation certified by competent authority. Information service on blindness and other physical handicaps affecting reading. Over 30 libraries cooperate as regional circulation centers and use the mails to serve blind and physically handicapped people directly. Machines distributed through agencies in each state. Volunteers help maintain and repair machines, transcribe books into braille, record on tape. Conducts correspondence course in braille transcription, training sighted persons in this skill; trains blind persons as braille proofreaders. Publishes information pamphlets on various aspects of its program and two bimonthly magazines, "Talking Book Topics" and "Braille Book Review", containing annotated lists of recently issued books. Conducts research into equipment, materials and methods aimed at improving service to readers.

## NATIONAL AID TO VISUALLY HANDICAPPED

3201 Balboa Street
San Francisco, California 94121
Area Code 415—221-8201

A non-profit, voluntary health agency entirely supported by individuals, clubs, foundations, and organizations in the form of memberships, book donations, and sale of greeting cards. Its purposes include the preparation and distribution of large print books designed to assist the partially seeing student and older reader in meeting the requirements of education and of personal satisfaction and a public, professional and parental education program on the needs of the visually handicapped. The production of these special materials is accomplished mainly through the assistance of volunteers, under the Agency's supervision. Books are available for distribution to public, private and parochial schools, libraries, hospitals and individuals.

## NATIONAL INDUSTRIES FOR THE BLIND

50 West 44th Street
New York, New York 10036
Area Code 212—867-5252

A non-profit trade association of 76 workshops across the country that provide employment for 5,000 blind workers. Established in 1938 to allocate federal orders for blind-made products. Also develops sales outlets nation-wide for its associated shops; performs

new product research; provides centralized procurement of materials; protects the public, including blind persons, against exploitation in the sales of blind-made products; and provides informed opinion on a national level on all matters concerning workshops for the blind. Maintains office in Washington, D. C.

### NATIONAL INSTITUTE OF NEUROLOGICAL DISEASES AND BLINDNESS (United States)

Public Health Service
Department of Health, Education and Welfare Building 31
National Institutes of Health
Bethesda, Maryland 20014
Area Code 301—656-4000

Conducts and supports research on neurological and sensory disorders, including those which lead to blindness. It is one of the National Institutes of Health, the research arm of the Public Health Service. The Institute's broad program of research and training is helping to combat such blinding diseases as glaucoma, cataract, and uveitis. The program includes research at its own facilities, research grants to scientists in academic institutions, and training grants to aid in educating more research scientists in ophthalmology and related sciences.

### NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, INC.

79 Madison Avenue
New York, New York 10016
Area Code 212—684-3505

Serves the United States through state divisions. Furnishes information, publications and films requested from other countries, either by groups interested in developing prevention of blindness programs or by individuals with personal visual problems. Supported by voluntary funds. Supports research on eye diseases in hospitals and medical schools, and statistical studies and surveys on causes and extent of blindness. Uses mass media and cooperates with medical, educational and safety organizations in education program on need for visual health and safety. Services include consultation and sponsorship of case-finding projects in glaucoma detection and preschool children's vision problems; community, school and industrial eye safety programs (Wise Owl Club); provision of information concerning low vision aids and clinics.

### OFFICE OF EDUCATION (United States)

Department of Health, Education and Welfare
Bureau for Education of Handicapped
Regional Office Building
7th and D Streets, SW
Washington, D. C. 20202
Area Code 202—962-4353

Administers several grant programs making funds available to expand and improve education of all handicapped children and youth, including the visually handicapped. Programs include: (a) Elementary and Secondary Education Act, P.L. 89-10 as amended by P.L. 89-313 and Title VI of act. Provides grants to State and local schools to extend and improve services to handicapped children; (b) Education of Mentally Retarded Children Act, P.L. 85-926 as amended. Provides grants to State education agencies, colleges and universities for training of professional personnel in education of the handicapped; (c) Research on educational improvement for handicapped, P.L. 88-164 as amended. Provides grants to promote research and demonstration in education of handicapped.

## RECORDING FOR THE BLIND, INC.

215 East 58th Street
New York, New York 10022
Area Code 212—751-0860

Recorded textbooks for blind and physically handicapped students and adults are available, free on loan. Current catalog lists 12,000 titles on 7-inch, 16⅔ discs, in 16 languages and all major fields of study. Additional titles on tape or discs. Free recording service also available. For information contact the above office.

## REHABILITATION SERVICES ADMINISTRATION

Social and Rehabilitation Services Administration
Department of Health, Education and Welfare
Division of Services to the Blind
Regional Office, Region V
Room 712, 433 West Van Buren Street
Chicago, Illinois 60607
Area Code 312—828-4400

Renders consultation to State authorities in General Vocational Rehabilitation divisions and services to the blind agencies of Illinois, Indiana, Michigan, Ohio and Wisconsin, in cooperative Federal-State programs. Consultation also rendered to voluntary rehabilitation agencies. Program includes work with governmental and voluntary rehabilitation services, centers, sheltered workshops, institutions, hospitals, clinics and schools. Stimulates and assists in development of Research and Demonstration grants, Innovation Grants, establishment or expansion of rehabilitation facilities, training programs and traineeships for the rehabilitation professions.

## SEEING EYE, INC., THE

Morristown, New Jersey 07960
Area Code 201—539-4425

Serves qualified blind persons throughout the United States and Canada. Students learn the use, care and control of dogs as guides in a four-week resident training course. For reasons of independence a nominal fee is asked, but the school provides round-trip transportation. For an application and further information contact the above office.

## SOCIAL SECURITY ADMINISTRATION (United States)

Department of Health, Education and Welfare
Regional Office
433 West Van Buren Street
Chicago, Illinois 60607
Area Code 312—353-5210

Blind persons who work under Social Security have the same rights to retirement, medicare, disability, and survivor's benefits as all other workers. The disability program has special provisions relating to blind persons and the way in which they may qualify for monthly benefits. Benefits are not payable unless the blind persons apply for them. The local Social Security office will assist.

## VETERANS ADMINISTRATION

Regional Office, 2030 West Taylor Street
Chicago, Illinois 60612
Area Code 312—829-2800

Regional Office Service to veterans and their dependents covers handling of applications and information relative to compensation, pension claims, insurance, vocational training, G. I. loans, and death benefits. Complete training and rehabilitation service for blinded veterans at the Veterans Administration Hospital, Hines, Illinois. Priority admission to veterans with service-connected visual impairment. Patients usually are referred by Department of Defense hospitals or other Veterans Administration Hospitals. Application should be made through the above regional office in Chicago.